GLHT 201: Introduction
Syllabus Fall 2016

Course Description:
This course provides an overview of contemporary issues in global health. The course will address:

(1) Basic principles for global health: key measures of health and the link between health and development,
(2) Who pays to solve problems in healthcare: health care systems around the world,
(3) What are the most important causes of illness, disability and death in both developed and developed world,
(4) What are the most pressing issues in global health today

We will compare and contrast answers to these questions throughout the developed and developing worlds. We will also consider legal and ethical issues associated with developing new medical technologies and interventions. During the semester, we will use debates and media news to examine a number of diseases and healthcare technologies.

Prerequisites:
None

Meeting Time and Location:
T/TH 2:30-3:45 PM, Location BRC 284

Course instructors:
Dr. Veronica Leautaud
vl2@rice.edu
BRC Room 174-C
Office Hours: Thursday 3:45-4:45 PM or by appointment ONLY

TA: TBD

Method of Instruction:
The course will consist of lectures, homework, and student-led class debates and editorials. Reading assignments will complement material covered in class.

Textbook:
Richard Skolnik. Global Health 101 (3rd Edition).

Method of Evaluation:
Two in-class exams will be given and will focus on readings and material covered in lectures and debates. Homework and editorial assignments are due approximately on a weekly basis.

Grading:

Homeworks	10 %
In-class participation	5 %
Class exams 1 & 2 (15% each)	30 %
Debate Presentation (1/team)	8 %
Editorials (6/team)	42 %
Project/team participation	5 %
TOTAL	**100%**

If you believe that a mistake has been made in grading your homework or exam, you have ONE WEEK to request a regrade in writing. After one week has passed I will not consider any requests to regrade your work.

Homework: Printed homework assignments and tasks are due at the beginning of class. Late assignments will have a 50% maximum grade and will only be accepted one week after the assigned due date. Homework should be your own, but general methods of working problems may be discussed with others.

Exams: Two one-hour exams will be given in class throughout the semester.

Participation and Absences
Class participation counts for 5% (5 points) of your grade. Participation includes completing the readings and assignments, contributing to class discussions, and arriving on time. You may have 2 unexcused absences. If you

have a family emergency, an approved sporting event, or an illness that requires you to miss class, please inform me in advance.

Debates & Editorials: Throughout the semester there will be 6 debates and their corresponding editorial assignments: 2 student teams will present at each debate (PRO/CON arguments), and all the teams will use the information presented to write a short editorial (450 words). **Written editorials should be printed and handed in at the beginning of the class they are due**. Late editorials will have a 50% maximum grade and will only be accepted one week after the assigned due date.

The class debates & editorials tasks will be graded considering 3 parameters: organization and clarity (20 %) use of supporting facts/technical accuracy (65%), and quality of oral/written presentation in the final products (15%).

Detailed guidelines and grading rubrics for both debates and editorials can be found in ANNEX I and Annex II, respectively.

Project /team participation: A team participation score will be given three times during the semester and will range from 0 to 100%. The individual team participation grade is based on technical contribution, peer evaluation, instructor evaluation, self-evaluation, attendance, etc. Peer evaluation will be formally evaluated using the CATME software. The course instructor makes the final decision about a student's team participation score, which counts as 5% of the final grade

Honor System Policy: As with all endeavors at Rice, you are expected to adhere to the Honor Code and follow the guidelines given in the Blue Book. Exams are given under the honor system. Students are encouraged to work together collaboratively on the projects, but each student is expected to contribute an equal share to the final project. Plagiarism includes copying or using a resource without proper citation (to include appropriating the ideas of another person without accrediting the source). American Medical Association citation style should be used for all assignments where citations are needed. Information on this citation format can be found here: http://medlib.bu.edu/facts/faq2.cfm/content/citationsama.cfm

Students are encouraged to bring any concerns involving academic integrity to the attention of the instructor. More information can be found at www.ruf.rice.edu/~honor**.** If at any point, you are unclear about the honor system and how it works, please contact me.

Disabilities: If you have a documented disability that requires accommodation, please let me know so that we can confidentially discuss your needs. You will also need to register with the Disability Support Services Office in the Ley Student Center.

Canvas
All course readings will be uploaded onto Canvas. I will use this as a primary means of interfacing with the class outside of course times. Make sure to check this site frequently for course updates or additional course materials.

Expectations about E-mail and Laptop Use in Class
While you may use a laptop or a hand-held device during class, you should not be surfing the internet, reading e-mail, or sending text messages during the class period. I welcome e-mailed questions and concerns about your work and the course in general. Please ensure that your e-mailed notes include a salutation, closing statement and your full name. E-mailed notes should be written in a professional manner.

***This syllabus is a plan for the course, and is subject to change at the discretion of the instructor. Any changes will be announced. ***

ANNEX I

GLHT 201 DEBATES

The classroom debates are exercises designed to allow you to strengthen your skills in the areas of leadership, communication, teambuilding, and group problem solving. Debate topics and position statements are outlined below.

Debate topics and PRO/CON positions will be assigned by the instructor using the team assembly tool in CATME. Your schedule availability and the debate topic will be taken into account when assigning teams. Note that all groups must have signed up for the debate in CATME by the date denoted in the class schedule. All group members are expected to participate in the research, development, and presentation of your debate position. Preparation will require substantial research. Each participating member will receive the same group grade.

Debate Procedure and Deliverables

The debate will take the form of timed individual presentations and responses separated by timed group work periods. The rules applied may deviate from the formal rules of debating.

Prior to the beginning of the class period, both teams are to stand at the front of the room. Each team is to write its team name and debate position, on the blackboard, and a team member must be tasked with keeping a written a bullet point list of the key facts as they are presented.

The debate will follow the following structure:

Allowed time	ACTIVITY
5 min	PRO team: presentation of initial argument
5 min	CON team: presentation of initial argument
10 min	Team conferences
5 min	PRO team response
5 min	CON team response
5 min	Audience questions to teams PRO & CON
10 min	Team conference & write up

TOTAL time: 45 minutes

While a team is not required to use all of the time allocated to each debate component, speakers must stop immediately when the allocated time runs out. Team members are prohibited from speaking to the audience or opposing team except at the times specifically allocated to them. Thus, there can be no immediate, reciprocal interchange of comments between the teams.

As explained above, teams are only allowed to use the whiteboard for their presentation (no videos, PowerPoint or other audiovisuals are allowed during the debate).Presenting teams must turn in a written list of their facts and **properly cited sources to the instructor** at the beginning of their debate. American Medical Association citation style should be used for all souces. Information on this citation format can be found here: http://medlib.bu.edu/facts/faq2.cfm/content/citationsama.cfm

As the rest of the students in the class, presenting teams will be tasked with writing an editorial on the debate topic. Note that while the debate position (PRO/CON) for each presenting team is prescribed in advance by the instructor, a team's written editorial can take any position the team identifies with.

The class debates will be graded considering 3 parameters: organization and clarity (20 %) use of supporting facts/technical accuracy (65%), and quality of oral presentation in the final products (15%).

Debate Topics

1. The costs and benefits of CASH TRANSFERS

PRO: Conditional cash transfers (CCTs) are financial incentives given to either, health care providers (conditioned to increasing quality/quantity delivery of a given service), or to consumers to increase their use of health services. There is evidence that financial and in-kind incentives can positively affect the health care choices of both consumers and suppliers, especially around simple, clearly defined and time-limited behavioral tasks.

CON: CCTs have multiple potential pitfalls. For example, health care providers may neglect other activities that are not remunerated or the quality of the service in order to meet a quota of patients. CCTs may also increase the demand for unnecessary services, if these are rewarded. In addition to these and other unintended consequences, one has to question the sustainability of CCTs as a long-term intervention.

2. The Affordable Care Act 4 years after the law: is it working?

PRO: YES: It has significantly expanded coverage for all Americans (especially low income workers), bringing the number of uninsured people down from 49 million (16% of the total US population) to 29 million (9$).

CON: This increased coverage has decreased the profits of health insurance companies, who in turn have received funds from the government to continue operating or have abandoned the health care exchanges. It has also had other unintended consequences like a narrower network of physicians for those enrolled in the Market Place.

3. The Human Papillomavirus vaccine: should vaccination be mandatory?

PRO: Up to 70% of all cervical cancers in the world are caused by infection with HPV subtypes 16 & 18. Licensed in 2006, the HPV 16/18 vaccine has been shown to be 95% effective in preventing cervical lesion caused by the HPV 16/18. Cervical cancer is a deadly and costly disease, and government-mandated vaccination - with an opt out option- would greatly increase coverage and save lives.

CON: The vaccine poses some health and risks, including the risk that vaccinated women will feel justified in choosing risky behaviors (ie. promiscuous, unsafe sex, or lack of cervical cancer screening). In some cases, serious adverse effects have been reported. Because cervical cancer can be detected and treated early through regular Pap screening, at least in the US, the risks of the vaccine outweigh the benefits.

4. Mental Health in the world: are we doing it right?

PRO: Mental health disorders represent 5% of the total DALYs in low and middle income countries- more than HIV and TB combined! In high income countries, like the US, 2.5 % of the GDP is lost because of them. In recent years a number of programs around the world have been implemented to shed light on the issue of mental health, and successfully prevent and treat the most debilitating disorders.

CON: We all agree on the importance of mental health. However, at least in the US, the recent spotlight on mental health disorders is based largely in fear: people fear being the victims of a violent "crazy" person, which only adds to the stigma associated with these conditions. Ultimately, the families will end caring for these individuals, and more needs to be done to support them.

4. The cost of refugees: the case for open vs. closed borders

PRO: It is the responsibility of each government to prioritize the health and safety of its own citizens. Allocating resources to tend to other national migrants and refugees should not be prioritized.

CON: Tending to displaced people should be a priority: 20 million refugees, 60 million displaced… What are we sowing? What will we ask 10, 20 years from now from these people? Will we just look at them and ask them to be "productive members of society"?

6. The WHO response to Cholera & Ebola: how important is its role, anyway?

PRO: The role of the World Health Organization (WHO) is to strengthen health systems & policy around the world. The WHO is today a large outmoded, underfunded and overly politicized bureaucracy, unable to fulfill its mission, as evidenced by its inability to respond to the 2009 cholera outbreak in Haiti, or the 2014 Ebola outbreak in West Africa.

CON: The WHO's influence might have eroded during the past two decades. But its technical leadership is still very necessary to make sure the policies and performance of other key players in global health (like the Gates Foundation, GAVI, PEPFAR and Global Fund) are implemented in a rigorous way.

DEBATE RUBRIC
GLHT 201: Introduction to global health

	Levels of Performance			
Criteria (TOTAL =100 points)	1	2	3	4
1. Organization and Clarity: **(20 point)** Viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
2. Use of Examples and Facts: **(35 points)** Key facts and examples are given to support reasons.	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given

4. Use of Rebuttal: **(30 points)** Arguments made by the other teams are responded to and dealt with effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
5. Presentation Style: **(15 points)** Tone of voice, use of gestures, and level of enthusiasm are convincing to audience.	Few style features were used; not convincingly	Few style features were used convincingly	All style features were used, most convincingly	All style features were used convincingly

ANNEX II

GLHT 201 EDITORIALS

How can writing change people's worldview? How can it influence public opinion and lead to meaningful action? The goal of the GLHT 201 class editorials is to (1) strengthen your skills in evidence-based persuasive writing- skills closely related to leadership, communication, teambuilding, and group problem solving; and (2) provide you with an understanding of global health issues from multiple perspectives

To this end, your team will be tasked with writing an editorial after each debate. Your editorial can take either the PRO or CON position, or outline an alternative position or compromise. When writing editorials, each participating member will receive the same group grade.

Written editorials should be printed and handed in at the beginning of the class they are due. Late editorials will have a 50% maximum grade and will only be accepted one week after the assigned due date.

Formatting/Submission of Editorials

The maximum length of editorials is 450 words. All papers should be 1.5 spaced-spaced in 12-point Times New Roman font with 1-inch margins on each side. Your name, the date, and the course/section should appear on the first page. American Medical Association citation style should be used for all papers. Information on this citation format can be found here: http://medlib.bu.edu/facts/faq2.cfm/content/citationsama.cfm

Elements of an editorial (max 450 words)

A strong editorial considers the following questions:

1. What is the problem? Introduce the problem and explain why it is important to the particular individual or group whose views you represent. What are the potential benefits or harmful consequences of taking the PRO or CON position?
2. What definitions, assumptions, and beliefs inform your view of this problem? What key facts from the class debate support your position?
3. Ideally, what would be the desired outcome for someone representing your subject position?
4. What counter-arguments will other types of stakeholders use to argue against your position? What negative consequences are associated with your position? What alternative solutions would other types of stakeholders propose?
5. What criteria should be used to negotiate a compromise between different types of stakeholders in determining the proper course of action?
6. What would be a legitimate, open-minded compromise?

The class editorials tasks will be graded considering 3 parameters: organization and clarity (20 %) use of supporting facts/technical accuracy (65%), and quality of written presentation in the final products (15%).

EDITORIAL RUBRIC
GLHT 201: Introduction to global health

	Levels of Performance			
Criteria (TOTAL =100 points)	1	2	3	4
1. Organization and Clarity: Editorial states a clear opinion and issues a call to action through argument based on evidence. **(20 points)**	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
2. Evidence: Editorial uses compelling evidence to support the opinion. That is, **key facts and examples are given to support opinion statements.** **(35 points)**	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given
4. Analysis and Persuasion: Editorial convincingly argues point of view by providing relevant information **and acknowledging counter-claims.** **(30 points)**	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made

5. Quality: Editorial has a strong voice and **engages the reader**. It uses language, style and tone appropriate to its purpose and **features correct grammar, spelling and punctuation**. **(15 points)**	Few style features were used; not convincingly	Few style features were used convincingly	All style features were used, most convincingly	All style features were used convincingly